

Research on the Student-centered Music Flipped Classroom Model

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Abstract: At the end of 2023, the Ministry of Education issued the "Action on the Full Implementation of School Aesthetic Education Infiltration" to infiltrate students, teachers and schools with aesthetic education, and promote the construction of a modern school aesthetic education system with full coverage, diversification and high quality. The music classroom in colleges and universities shoulders the important task of cultivating music aesthetic education talents. It is necessary to actively respond to the infiltration action, explore the infiltration path of aesthetic education, improve the training quality of music aesthetic education talents from the source, and play the role of the main channel of cultivating aesthetic education talents. Based on this, this paper takes students as the center to explore the mode of music flipped classroom, in order to make a modest contribution to the innovation and development of aesthetic education.

Keywords: aesthetic education, student-centered, music, flipped classroom

Introduction

With the continuous penetration and development of innovative technology in the field of education, more and more teachers use information technology to make music theory knowledge, background and other teaching contents into short video, audio and other forms of learning resources, or students collect relevant knowledge on the Internet to help students carry out independent learning before class. During the classroom time, teachers pay more attention to guiding students to practice, create, discuss and solve problems in music. This kind of flipping the teaching and interaction in the traditional music classroom, respecting students' thinking, meeting students' needs, and taking students as the center can effectively improve students' music literacy and comprehensive ability.

1. Artificial intelligence flips the music classroom to stimulate students' creativity

The application of artificial intelligence in the field of education has made colleges and universities begin to reflect on the impact of AI on music flipped classroom. The application of artificial intelligence in music teaching is not only the innovation of teaching mode in colleges and universities, but also can help students realize classroom flipping and their own ability improvement in such an environment.

1.1 AI creation can help students reshape the concept of music

In order to enrich the content of music courses and improve students' basic knowledge, combined with students' personality and university characteristics, colleges and universities have incorporated artificial intelligence technology into music courses, developed 'AI + professional' innovative courses, and stimulated many students' interest in music. In the music classroom, colleges and universities can carry out concerts with the theme of "artificial intelligence + music." In the classroom, the teacher designs the corresponding interactive links: 'Here are four pieces of music, please guess which music rooms have AI creation. In this way, students are guided to discuss and communicate, so that they can think about

the position of artificial intelligence in music creation, performance and aesthetics. And colleges and universities can generate music practice based on artificial intelligence, form a creative team, and use the big model of music artificial intelligence to create. At the end of the term, an AI concert will be held on campus to show the students' creative achievements. This can not only broaden students' artistic vision, but also promote their in-depth understanding of AI technology, and use artificial intelligence to help students redefine the concept of music creation and encourage more students to participate in music creation.

AI creation is to analyze a large number of music works through algorithms, learn the harmony, rhythm and form, and then generate new melody^[1]. This process can not only stimulate students' innovative thinking, but also help them better understand the basic principles of music composition.

1.2 AI teaching can make students feel the charm of music

The emergence of AI integrates the traditional music teaching mode, thus forming a novel teaching method, which is of great significance for improving students' music literacy and ability. On the one hand, colleges and universities can use the 'AI + music' virtual simulation teaching platform in the classroom to let students feel the charm of AI and music in actual music training. In the simulation teaching platform, the students' music learning situation is monitored in real time. Students can see the changes and development of their own sound lines, rhythms, intonation, etc. At the same time, teachers can also optimize the music classroom teaching plan and plan according to the platform data analysis. This interactive teaching method can promote the practice and development of flipped classroom, so that students can learn how to use AI technology to improve music skills and literacy in application practice. On the other hand, colleges and universities can let students perform together with AI music robots in the classroom. They can use intelligent electronic tube instruments to perform, showing the wonderful effect of people's music cooperation with AI. This not only enriches students' learning experience, but also provides more possibilities for future music classroom teaching innovation.

2. Traditional culture flips the music classroom and stimulates students' inheritance

College music education plays an important role in guiding students to expand their cultural horizons and inherit Chinese culture. Therefore, colleges and universities should coordinate and recommend the integration of music education and traditional culture inheritance in colleges and universities, accelerate the construction of high-quality music education system in colleges and universities, and introduce traditional culture into music flipped classroom, which is conducive to promoting the innovative development of music education in colleges and universities and the inheritance and innovation of Chinese traditional culture.

Chinese traditional culture bears the important mission of highlighting cultural self-confidence, standing firm on cultural foundation and inheriting cultural education. Therefore, colleges and universities should play the role of their cultural inheritance positions and promote the realization of traditional cultural inheritance and development. Colleges and universities can perfectly combine traditional culture with music classroom teaching, appreciate folk songs in the classroom, let students appreciate the charm of traditional culture such as folk songs, operas, ancient songs, and encourage students to participate in music classroom activities through singing, dancing, playing, improvisation and other ways to stimulate students' interest in learning and inheritance^[2].

For example, in the music classroom, teachers fully grasp the students' interest in traditional culture, and organically integrate traditional culture such as Henan Opera with classroom teaching. Before class, teachers can let students collect and understand relevant materials such as Henan opera dialects and local characteristics, so that students can fully feel the cultural charm of local operas. In the classroom, teachers encourage students to participate in the singing and playing performance of Henan Opera, lead students to experience the singing and performance of Henan Opera, understand the clothing culture of Henan Opera and other related knowledge, enhance students' love and confidence in Chinese opera culture, and also inject new livelihood and vitality into the inheritance and development of Chinese traditional culture such as Henan Opera.

3. Practice teaching flip music classroom, stimulate students' vitality

In the overall design of music teaching, colleges and universities should pay full attention to the cultivation of all students' music literacy, take into account the students' own interests and development needs, and ensure the professional improvement of students with music expertise. Therefore, colleges and universities can improve the quality of music flipped classroom from three aspects : First, immersive classroom experience teaching, open full music lessons for all students, and form a student-centered immersive experience classroom teaching mode; the second is the 'school-based' training mode of the whole system, setting up school-based courses such as chorus, music and drama performance and instrumental performance to attract students to choose courses; the third is the development of "in-depth" personality traits. Through the multi-dimensional and three-dimensional design of music curriculum, students majoring in music are guided to study in depth.

In order to realize the diversified mode of classroom practice teaching, colleges and universities should separate classroom teaching from the traditional teaching mode, take students as the center, and promote the flip of classroom teaching. In music classroom teaching, teachers should actively explore the significance of the second classroom, so that the classroom is not limited to the classroom, extending it to the studio, theater, stage and so on, to provide students with more independent practice and personalized development platform. Through the forward-looking and innovative classroom teaching mode, it can not only enrich students' music literacy and practical experience, but also lay a solid foundation for students' future development. Colleges and universities can carry out a series of practical courses. It can be to invite performers and singers to give lectures, teach students singing skills and rich performance experience, and share the details and skills that need to be paid attention to in the process of music learning; it can also bring students to participate in singing activities, so that students can improve their music level in the process of performance, and also enhance their psychological quality; it can also lead students to conduct field visits to the theater, so that students can get close access to key information such as stage design, lighting layout and sound effects, encourage them to communicate in depth with the theater staff, explore the relationship between music and stage design, and enhance students' understanding and love of music.

In addition, it should be noted that the implementation of music flipped classroom should pay attention to student-centered, so that students can choose learning content according to their own learning rhythm and interest, and complete the task of music learning through independent learning and cooperative learning. In the classroom, students have more opportunities to communicate and discuss with teachers and classmates, and deepen the understanding and application of music knowledge through interactive learning^[3]. Teachers provide personalized guidance according to the actual situation of students, help students better master music knowledge and skills, and then train students' autonomous learning ability to lay the foundation for lifelong learning.

4. Conclusion

The student-centered music flipped classroom teaching breaks the shackles of the traditional teaching mode, improves the students' interest and participation in learning, and promotes the students' individualized development and the improvement of autonomous learning ability. However, the implementation of this teaching mode still faces some challenges, which need the joint efforts of schools, teachers and students to overcome. Therefore, teachers need to spend more time and energy to design and plan the teaching content of flipped classroom, and actively explore the integration of artificial intelligence, traditional culture, practical teaching and other elements into classroom teaching, so as to realize the innovation and development of music classroom. In the future, with the continuous development of information technology and the continuous innovation of educational concepts, the music flipped classroom model is expected to play a more important role in music teaching.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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